NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: KEANSBURG SCHOOL DISTRICT	School: Caruso School
Chief School Administrator: GERALD NORTH	Address: 285 Carr Avenue Keansburg, NJ 07734
Chief School Administrator's E-mail: Gnorth@keansburg.k12.nj.us	Grade Levels: 3rd, & 4th
Title I Contact: Thomas Tramaglini	Principal: Kathleen O'hare
Title I Contact E-mail: Ttramaglini@keansburg.k12.nj.us	Principal's E-mail: Kflanzbuam@Keansburg.k12.nj.us
Title I Contact Phone Number: 732-787-2007	Principal's Phone Number: 732-787-2007

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____ _____ _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____ , which comprised _____ % of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____ , which will comprise _____ % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Thomas Tramaglini	Chief Academic Officer	X			
Dr. Brian Latwis	Director of Student Services	X	X		
Kathleen O'Hare	Pre-K-4 Principal	X	X	X	
Kristen Mignoli	Pre-K-4 Vice Principal	X	X	X	
Christine Formica	Title I Coordinator	X	X	X	
Ashley Szotak	Third GradeTeacher	X		X	
Lissa Weldon	Fourth Grade Teacher		X	X	
Abby Ackerman	Teacher of Technology	X	X	X	
Marianne Dean	Guidance Counselor	X	X	X	
Jenn Flynn	Parent	X		X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
11/4/15	Caruso School	Comprehensive Needs Assessment	X		X	
12/16/15	Caruso School	Comprehensive Needs Assessment	X		X	
1/12/15	Caruso School	Analyzing the CNA	X		X	
4/2/15	Caruso School	Program Evaluation	X		X	
6/23/15	Caruso School	Schoolwide Plan Development	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The mission of the Keansburg School District developed through relationships with all stakeholders is to identify the unique potential of each individual by creating a relevant and meaningful learning environment that promotes high academic, social and emotional expectations for out students and teachers and leads to graduates that are prepares and inspired to make positive contributions to society.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The program was implemented as planned. Grade levels developed rubrics that assessed the students' mastery of each writing genre. A consistent and structured approach to teaching grammar and mechanics for writing was developed. Using Math benchmarks, fact assessments were given and tracked students' basic math fact mastery. Teachers received a Black Line Masters for Math. Although teachers will need more training with this resource this was a tool to begin to develop consistent practices for word problem instruction and data collection.

2. What were the strengths of the implementation process?

   Teachers had common grade level planning time to review and discuss assessments. Teachers shared ideas and planned lessons together to assure that all students receive consistent instruction across the grade level. In addition common grade level planning time gave teachers the opportunity to go through the Math Black Line Masters to discuss how to best utilize this tool within their daily instructional practices.

3. What implementation challenges and barriers did the school encounter?

   It was a challenge to develop consistent writing rubrics and to implement the new Math resource with little training.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Teachers were provided with time to collaborate on successful teaching strategies and to analyze and discuss student assessment data. PLCs met weekly to provide opportunities to discuss lesson planning that would focus on specific grade level concerns. Strengths of the program was that data was continually analyzed and strategies were implemented to meet the deficiencies identified through review and discussion of the data. The weaknesses included not having resources for math that allowed for consistent instruction in fact mastery.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The school maintains open lines of communication with teachers, parents and other members of the community. Direct on-line access captivates interests of stakeholders. Parents received information using social media (Facebook & Twitter) and information is sent home with students weekly. Teachers communicate with school leaders during Principal Council Meetings.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

School staff maintains a positive response to the program. Staff participated in a variety of surveys such as: Organizational Climate Survey, Collective Efficiency Survey and a PD Needs Assessment. In addition staff worked together to analyze the Criterion for Effective Teaching. Each group of teachers ranked the level of importance of each criterion.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The community supported the implementation. Parents were surveyed after participating in parent workshops offered by the district. Survey results were extremely positive and informative.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    Reading & Math Interventions: One to One,

    Summer Program: Small group

9. How did the school structure the interventions?

    Interventions were structured using RTI. Teachers identified students, met with the team and discussed how to best intervene.

    Interventionists were then utilized students were pulled throughout each the week in order to remediate any skills that were

    not mastered.

10. How frequently did students receive instructional interventions?

    Based on students' individual needs, they received instructional interventions based on their specific tier and RTI plan that was

    designed. Student interventions ranged from 1-3 days a week for a total of 30 to 90 minutes per week.

11. What technologies did the school use to support the program?

    The program was supported through the use of iPads with grade level specific applications. Web based programs such as IXL,

    Reading A-Z, Razkids and Nessy were used.

12. Did the technology contribute to the success of the program and, if so, how?

    These programs supported student engagement, allowed for teachers to gain more information on students' progress through

    data collection, which helped in driving interventions.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

*Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4		Data forthcoming fall 2015		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4		Data forthcoming fall 2015		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		

Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	N/A	N/A		

Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Consistent writing rubrics used to assess writing genres, Grammar and Mechanics & Summer Programming	Yes	Student Scored Rubric Pre and Post Benchmark Assessment	**Writing Genres** Grade 3- 72% of students on grade level Grade 4- 92% of students on grade level **Grammar & Mechanics** Grade 3- 79% of students on grade level Grade 4- 58% of students on grade level
Math	Students with Disabilities	Use of consistent fast math facts practice and assessments & Summer Programming	Yes	Pre and Post Benchmark Assessment	**Math Facts** Grade 3- 89 % Improved 1 attainment Level Grade 4- 100% Improved 1 attainment Level
ELA	Homeless	Consistent writing rubrics used to assess writing genres, Grammar and Mechanics & Summer Programming	Yes	Student Scored Rubric Pre and Post Benchmark Assessment	**Writing Genres** Grade 3- 72% of students on grade level Grade 4- 92% of students on grade level **Grammar & Mechanics** Grade 3- 79% of students on grade level Grade 4- 58% of students on grade level
Math	Homeless	Use of consistent fast math facts practice and assessments & Summer Programming	Yes	Pre and Post Benchmark Assessment	**Math Facts** Grade 3- 89 % Improved 1 attainment Level Grade 4- 100% Improved 1 attainment Level

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	Consistent writing rubrics used to assess writing genres, Grammar and Mechanics & Summer Programming	Yes	Student Scored Rubric Pre and Post Benchmark Assessment	**Writing Genres** Grade 3- 72% of students on grade level Grade 4- 92% of students on grade level **Grammar & Mechanics** Grade 3- 79% of students on grade level Grade 4- 58% of students on grade level
Math	Migrant	Use of consistent fast math facts practice and assessments & Summer Programming	Yes	Pre and Post Benchmark Assessment	**Math Facts** Grade 3- 89 % Improved 1 attainment Level Grade 4- 100% Improved 1 attainment Level
ELA	ELLs	Consistent writing rubrics used to assess writing genres, Grammar and Mechanics & Summer Programming	Yes	Student Scored Rubric Pre and Post Benchmark Assessment	**Writing Genres** Grade 3- 72% of students on grade level Grade 4- 92% of students on grade level **Grammar & Mechanics** Grade 3- 79% of students on grade level Grade 4- 58% of students on grade level
Math	ELLs	Use of consistent fast math facts practice and assessments & Summer Programming	Yes	Pre and Post Benchmark Assessment	**Math Facts** Grade 3- 89 % Improved 1 attainment Level Grade 4- 100% Improved 1 attainment Level

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Consistent writing rubrics used to assess writing genres, Grammar and Mechanics & Summer Programming	Yes	Student Scored Rubric Pre and Post Benchmark Assessment	**Writing Genres** Grade 3- 72% of students on grade level Grade 4- 92% of students on grade level **Grammar & Mechanics** Grade 3- 79% of students on grade level Grade 4- 58% of students on grade level
Math	Economically Disadvantaged	Use of consistent fast math facts practice and assessments & Summer Programming	Yes	Pre and Post Benchmark Assessment	**Math Facts** Grade 3- 89 % Improved 1 attainment Level Grade 4- 100% Improved 1 attainment Level
ELA		Consistent writing rubrics used to assess writing genres, Grammar and Mechanics & Summer Programming	Yes	Student Scored Rubric Pre and Post Benchmark Assessment	**Writing Genres** Grade 3- 72% of students on grade level Grade 4- 92% of students on grade level **Grammar & Mechanics** Grade 3- 79% of students on grade level Grade 4- 58% of students on grade level
Math		Use of consistent fast math facts practice and assessments & Summer Programming	Yes	Pre and Post Benchmark Assessment	**Math Facts** Grade 3- 89 % Improved 1 attainment Level Grade 4- 100% Improved 1 attainment Level

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A			No measurable strategies were implemented
Math	Students with Disabilities	N/A			No measurable strategies were implemented
ELA	Homeless	N/A			No measurable strategies were implemented
Math	Homeless	N/A			No measurable strategies were implemented
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			No measurable strategies were implemented
Math	ELLs	N/A			No measurable strategies were implemented
ELA	Economically Disadvantaged	N/A			No measurable strategies were implemented
Math	Economically Disadvantaged	N/A			No measurable strategies were implemented
ELA		N/A			No measurable strategies were implemented
Math		N/A			No measurable strategies were implemented

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A			No measurable strategies were implemented
Math	Students with Disabilities	N/A			No measurable strategies were implemented
ELA	Homeless	N/A			No measurable strategies were implemented
Math	Homeless	N/A			No measurable strategies were implemented
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			No measurable strategies were implemented
Math	ELLs	N/A			No measurable strategies were implemented
ELA	Economically Disadvantaged	N/A			No measurable strategies were implemented
Math	Economically Disadvantaged	N/A			No measurable strategies were implemented
ELA		N/A			No measurable strategies were implemented
Math		N/A			No measurable strategies were implemented

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
Math	Students with Disabilities	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
Math	Homeless	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Parent Workshops	Yes	Sign-in Sheet	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		(Titan Family Academy)		Surveys	workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
Math	ELLs	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
ELA	Economically Disadvantaged	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					or Agreed that they were satisfied with the workshop
					Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
Math	Economically Disadvantaged	Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
					Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop
					Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
					Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
ELA		Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
					Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop
					Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop
					Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		Parent Workshops (Titan Family Academy)	Yes	Sign-in Sheet Surveys	Session I: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session II: 14 Families- 92% Strongly Agreed or Agreed that they were satisfied with the workshop Session III: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop Session IIII: 11 Families- 100% Strongly Agreed or Agreed that they were satisfied with the workshop

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Common Benchmark Assessments DRA 2 Running Records	**Common Benchmark Assessments**: will be given to all students to assess student learning; to determine what content needs to be retaught to which students; to differentiate instruction; and to promote dialogue amongst staff members concerning best practices. **DRA 2**: will be administered to students in the fall and in the spring to assess individual student growth **Running Records:** will be completed by teachers to determine students' deficiencies and to drive ELA instruction
Academic Achievement - Writing	Common Benchmark Assessments Writing Rubrics	**Common Quarterly Benchmark Assessments**: will be given to all students to assess student learning; to determine what content needs to be retaught to which students; to differentiate instruction; and to promote dialogue amongst staff members concerning best practices. **Writing Rubrics:** Students will complete various writing samples throughout the year. Each sample will be scored using a common writing rubric to measure student growth
Academic Achievement - Mathematics	Common Benchmark Assessments	**Common Benchmark Assessments**: will be given to all students to assess student learning; to determine what content needs to be retaught to which students; to differentiate instruction; and to promote dialogue amongst staff members concerning best practices.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Parent Attendance at school events (i.e. Back-to-School Night, Parent Teacher Conferences, Award Assemblies etc..) Participation in Community Events (i.e. Beach Clean-up) Parent Workshop Surveys	**Attendance:** Attendance at all school and community events will be taken for students and parents. **Participation:** Parents and the community will be invited to participate in events, such as the Titan Family Academy Field Day, to encourage family and community engagement. **Participation Workshop Surveys:** Parents who participate in the monthly workshops offered by the Titan Family Academy will take a survey at the conclusion of each session.
Professional Development	PD Surveys PD Needs Assessment	**PD Surveys:** Staff members will be asked to complete a survey after each professional development workshop. **PD Needs Assessment:** Staff members will complete a PD Needs Assessment in the fall.
Leadership	N/A	
School Climate and Culture	Surveys	**Surveys:** Staff members will complete a School Culture Survey in the fall and spring.
School-Based Youth Services	N/A	
Students with Disabilities	Extended School Year	
Homeless Students	Monthly meetings will be conducted with students by the building Homeless Liaison	**Monthly Meetings:** Meetings will be conducted with students by the building Homeless Liaison to review student progress, including benchmark data, teacher feedback, attendance, and discipline reports.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   A variety of techniques were used in order to gain insight on the needs of students and staff.   Through grade level PLC discussions, Staff Surveys, SCiP meetings, Principal Council meetings and review of benchmarks, administration gained the necessary knowledge on the needs of the school.

2. What process did the school use to collect and compile data for student subgroups?

   The method utilized to collect data was based on district assessment, benchmark results.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   The data collected is monitored by the school administration. The staff analyzes the data and discusses pertinent issues.

4. What did the data analysis reveal regarding classroom instruction?

   Extensive Professional Development is needed to support staff in the implementation of new Mathematics and Language Arts programs.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

    Professional development needs to be targeted and focused. Next year staff will have the ability to participate in a differentiated Professional Development Plan. Teachers will need additional support in adapting to the My Math and Words their Way programs.

6. How does the school identify educationally at-risk students in a timely manner?

    Staff members have the ability to refer students to RTI if they are concerned with them academically or behaviorally.

7. How does the school provide effective interventions to educationally at-risk students?

    Once the student is identified the RTI team will look at the referral and decide what type of intervention will work best for the student. Students are then seen by an interventionist who will plan targeted lessons 30 to 90 minutes per week based on need.

8. How does the school address the needs of migrant students?

    Not Applicable

9. How does the school address the needs of homeless students?

    The district has a homeless liaison that act as the point of contact for any displaced families to coordinate transportation or any additional services they may need to help the students continue as consistent of an education as possible.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    Teachers are engaged in decisions regarding the use of academic assessments through grade level meetings, cross grade level meetings and professional development.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The districts holds a "Transition Day" each year where students in every grade level have the opportunity to move up to meet their new teachers, spend time in their new class to hear about expectations and preview some of the general routines.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Priority problems were identified through a combination of PLC discussion, data analysis of grade level benchmarks and administration walkthroughs. In addition the Title I Committee reviewed data and evaluated the 2014-2015 plan to identify specific problems and root causes to focus on for the 2015-2016 Schoolwide Plan.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Math resource aligned to CCSS	Word Study
Describe the priority problem using at least two data sources	Lack of effective resources for math instruction	Students, grades K-4 have little general knowledge of English spelling.
Describe the root causes of the problem	Little consistency amongst grade levels	With little general knowledge of English spelling students have difficulty writing on grade level
Subgroups or populations addressed	All Learners	All Learners
Related content area missed (i.e., ELA, Mathematics)	Mathematics	English Language Arts
Name of scientifically research based intervention to address priority problems	Implementation of McGraw-Hill My Math Program	Implementation of Pearson Words Their Way Program
How does the intervention align with the Common Core State Standards?	Staff members will receive professional development to ensure all learners are exposed to the district's approved curriculum and that students are assessed using common, quarterly benchmarks that are is aligned to the Common Core State Standards.	Staff members will receive professional development to ensure all learners are exposed to the district's approved curriculum and that students are assessed using common, quarterly benchmarks that are is aligned to the Common Core State Standards.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Professional Development	
Describe the priority problem using at least two data sources	All staff is receiving the same training regardless of their level of experience.	
Describe the root causes of the problem	New staff is not getting the necessary PD of what is needed to teach in Keansburg. Seasoned staff need the opportunity to be engaged in PD that is personalized to support them in growing professionally.	
Subgroups or populations addressed	All Learners	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	Differentiated Professional Development Plan	
How does the intervention align with the Common Core State Standards?	Staff members will receive professional development to ensure all learners are exposed to the district's approved curriculum and that students are assessed using common, quarterly benchmarks that are is aligned to the Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Words Their Way	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	*My Math	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
ELA	Homeless	*Words Their Way	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
Math	Homeless	*My Math	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies

		ESEA §1114(b)(I)(B) strengthen the core academic program in the school;			
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A			
ELA	ELLs	*Words Their Way	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
Math	ELLs	*My Math	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
ELA	Economically Disadvantaged	*Words Their Way	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
Math	Economically Disadvantaged	*My Math	All Instructional Staff	Benchmark Assessments	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
ELA					
Math					

SCHOOLWIDE COMPONENT: Reform Strategies

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
ELA	Students with Disabilities	Extended School Year	CST, Administration & Instructional Staff	Benchmark Assessments	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Math	Students with Disabilities	Extended School Year	CST, Administration & Instructional Staff	Benchmark Assessments	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
ELA	Homeless	Title IA Summer Program	Administration & Instructional Staff	DRA 2 Individual Learning Plan Measurable Goals Attendance	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Math	Homeless	Title IA Summer Program	Administration & Instructional Staff	Individual Learning Plan Measurable Goals Attendance	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
ELA	Migrant	N/A			
Math	Migrant	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Title IA Summer Program	Administration & Instructional Staff	DRA 2 Individual Learning Plan Measurable Goals Attendance	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Math	ELLs	Title IA Summer Program	Administration & Instructional Staff	Individual Learning Plan Measurable Goals Attendance	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
ELA	Economically Disadvantaged	Title IA Summer Program	Administration & Instructional Staff	DRA 2 Individual Learning Plan Measurable Goals Attendance	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Math	Economically Disadvantaged	Title IA Summer Program	Administration & Instructional Staff	Individual Learning Plan Measurable Goals Attendance	What Works: "Structuring out of School Time" http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
Math	Students with Disabilities	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
ELA	Homeless	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
Math	Homeless	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A			
ELA	ELLs	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
Math	ELLs	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
ELA	Economically Disadvantaged	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2
Math	Economically Disadvantaged	*Differentiated PD Plan	All Staff	Staff PDP PD Needs Assessment Workshop Surveys	Learning Forward: "When Every Day is Professional Day" http://learningforward.org/docs/jsd-spring-2007/tienken282.pdf?sfvrsn=2

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The administration (principal, vice-principal, & supervisor) along with the teachers and Title I Committee will be responsible for evaluating the 2015-16 school-wide plan progress.

2. What barriers or challenges does the school anticipate during the implementation process?

   Possible barriers include:

   -Lack of student motivation

SCHOOLWIDE COMPONENT: Reform Strategies

-Poor student attendance

-Lack of parental support

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   The Title I committee will obtain necessary buy-in from all stakeholders by holding discussions about program implementation.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Staff perceptions will be gauged through surveys.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Community perceptions will be gauged through surveys and discussions.

6. How will the school structure interventions?

   Students will receive instructional interventions within the classroom through differentiated instruction. Some students will receive additional interventions through the RTI process. These interventions are based on students' individual needs. Some students are pulled out of the classroom to receive one on one intervention weekly.

7. How frequently will students receive instructional interventions?

   RTI students will receive interventions between 30 to 90 minutes per week in Math or Reading based on their individual needs.

8. What resources/technologies will the school use to support the schoolwide program?

   The school will support the program through the use of iPads with grade level specific applications. Web based programs such as IXL, Reading A-Z, Razkids and Nessy.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   The school will use Benchmarks assessments to measure the effectiveness of the each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    We will look to share the evaluation through a newsletter and at our final Title 1 review and development meeting.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Students with Disabilities	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				and workshop surveys will measure this.	
ELA	Homeless	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Homeless	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	ELLs	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Economically Disadvantaged	Back to School Night Parent Teacher Conferences Titan Family Academy	Administrator and Staff	During the 2015-2016 school year 10% more families will attend and participate in School Events related to their child's success. Sign in sheets and workshop surveys will measure this.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
ELA					
Math					

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   To increase parental involvement in the school and to strengthen the home-school connection, parental involvement activities in Math and English Language Arts will be implemented.   To seek and encourage parental involvement further, teachers will continue to create and maintain web pages to remain in daily contact with all families to encourage positive participation in their child's education. In addition, parents will be informed of parent involvement activities that they can sign up for and attend.

2. How will the school engage parents in the development of the written parent involvement policy?

   All parents are invited and encouraged to be involved in their child's school life. The district has a parental involvement policy that outlines the efforts the schools will make to involve parents in the effort to improve student achievement. An annual Title I parent information meeting is held in September. In addition, schools have fall and spring parent teacher conferences. The district also sponsors several parent/family activities throughout the year including family literacy, math, or family game nights, and field day. Some parents participant in monthly workshops held by the district through the Titan Family Academy.

3. How will the school distribute its written parent involvement policy?

   The school parent involvement policy will be posted on the district website. Parents will be informed of this policy and how to locate it, at the annual Title I meeting.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

4. How will the school engage parents in the development of the school-parent compact?

Parents will be engaged in the development of the school-parent compact during the Title I committee meetings. The district will continue to provide parents with additional information for communicating with staff and administration regarding programs and their objectives, student achievement, program effectiveness, and other concerns that would enhance the relationship between our school and home.

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact will be sent home the first few weeks of school, parents will be asked to sign and return the compact.

6. How will the school report its student achievement data to families and the community?

All student achievement data will be available to families and the community on the district's website and at a public board meeting where the school's principal reports the State of the Schools presentation.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

At a public board meeting where the school's principal reports the State of the Schools presentation.

8. How will the school inform families and the community of the school's disaggregated assessment results?

At a public board meeting where principals reports the State of the Schools presentation.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

The school involves families and community in the development of the Title I Schoolwide plan by having parent representatives attend Title I Committee meetings.

10. How will the school inform families about the academic achievement of their child/children?

Reports cards will be sent home throughout the year. Teachers will inform families of student progress during parent teacher conferences. In addition staff will maintain contact with families throughout the school year in order to support and encourage parental involvement.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

The school will use the 2015-2016 parental involvement funds in a multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Titan Family Academy where families can attend workshops and work side by side with their students. Second the school funds will be allocated to promote the awareness of curriculum and common core state standards through Math and Language Arts events. Third allocations will be set aside for the recognition of student achievement through recognition assemblies.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	22	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	5	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible